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ABSTRACT

The Program of Basic Studies (P.B.S.) is a 2-year-old project developed at the University of Maine at Farmington. The program provides a means for college entrance and a subsequent support program for disadvantaged and physically handicapped individuals. A secondary objective concerns the training of undergraduates as tutors, tutor-counselors, and teaching assistants. Prospective teacher experiences involved the individual tutor-counseling, group counseling situations, and a teaching phase of the program. The teaching phase involved tutoring an individual or small group in a skill or content area. The trainee can advance to a teaching assistant either in the deficiency area or in the training component itself. The training modules are designed for pre- and post-student teaching experiences and include various types of group instruction, program development, teaching strategies, diagnostic procedures, remediation, and clinic techniques. The counseling role involves academic and personal counseling on a one-to-one or small group basis. Each component has an instruction package and "on-job" work experience. The experiences provide the trainee with an exposure to a variety of individuals ranging from 50-year old adults to young children, and from non-readers to cultural and racial differences. (Author/MJM)

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TEACHER TRAINING COMPONENT OF THE PROGRAM OF BASIC STUDIES

AT

THE UNIVERSITY OF MAINE AT FARMINGTON

SP005 863

Summary:

The Program of Basic Studies (P.B.S.) is a two-year-old project. Its primary purposes are to provide a means for college entrance and a subsequent support program for disadvantaged and physically handicapped individuals. Students who would not originally be accepted to college are provided services which they need to achieve success and to ultimately operate on their own in college. This latter objective is met through a combined program of tutoring, counseling, special remedial classes, and curriculum modification. The project utilizes undergraduate education majors in the roles of tutors, tutor-counselors, and teaching assistants, and it was the need to train these undergraduates that has given rise to a new and unique component in the teacher training at the University of Maine at Farmington. This training has become the second objective of the Program of Basic Studies. The component provides a set of experiences which were not available in the regular teacher preparation.

A prospective teacher enters the P.B.S. phase of his training as a sophomore or junior. His first experience is that of a tutor-counselor working with one student. From the individual tutor-counselor role, the trainee moves to a group counseling situation, or he enters the teaching phase of the program. The teaching phase involves tutoring an individual or small group in a skill or content area. The trainee can advance to a teaching assistant either in a deficiency area or in the training component itself. In P.B.S. the trainee may acquire training in certain specialized areas. The teaching modules are designed for pre and post student teaching experiences, and include various types of group instruction, program development, teaching strategies, diagnostic procedures, remediation, and clinic techniques. The counseling role involves academic and personal counseling on a one-to-one or small group basis.

Each component has an instruction package and "on-job" work experience. The experiences provide the trainee with an exposure to a variety of individuals ranging from fifty-year-old adults to young children, and from non-readers to cultural and racial differences.

Historical Development of the Program of Basic Studies (P.B.S.) as a Teacher Training Service:

The University of Maine at Farmington received a federal grant for 1969-70 academic year from the Special Services Division, Office of Education, H.E.W. for the purpose of providing a program by which "high risk" students could enter college and meet success. The population to be served included the socially-economically-educationally deprived and the physically handicapped - the ones excluded from higher education because of educational deficiencies, financial problems, or physical handicaps but who had the potential to do college work if special assistance was available initially. The project was subsequently funded again for 1970-71.

The establishment of the Program of Basic Studies created a demand for personnel trained to provide the kinds of special assistance required by the people entering the program. This kind of population needs assistance in adjusting to a different social structure, in the various academic areas ranging from remediation to curriculum modification, in counseling and guidance, in career opportunities and personal problems, and in modification of academic, social and personal behavior. A complete staff capable of attending to these varying needs did not exist in sufficient numbers on this campus, nor were funds available within the grant itself, or available in institutional commitment, to hire sufficiently trained personnel. The solution was to train the available people, and those most available were a large number of college students majoring in teacher education. The idea was also in keeping with a developing thrust by the various teacher training departments to seek widening and more varied teaching experiences for the education major. Thus, the need of P.B.S. for a large skilled staff was met, and at the same time a new component was added to the teacher training program.

In the fall of 1969-70 thirty-five undergraduates, juniors and seniors, entered various phases of the P.B.S. teacher training component. By the end of the first year, the number involved in some phase of training had reached sixty (60) trainees including a limited number of sophomores. The trainees were working with not only the "high risk" students who had entered college under the P.B.S. program, but with approximately two hundred other students who were regularly admitted but were in need of some kind of academic assistance. The program had extended itself to include other individuals and groups outside the college community as recipients of services. The non-college population ranges from children in the first grade to fifty-year-old adults. Included were individuals or groups who were confined to custodial institutions, and others who were either emotionally disturbed or physically handicapped. The services extended were individual and group counseling and instruction in such basic skills as reading, math, and language skills extending through high school and college courses.

At the beginning of the second year of the program, eighty (80) undergraduates were involved in the P.B.S. teacher training component. It is projected that over one hundred students will be in some phase of the program during the current year. They will range from sophomores beginning professional training to seniors in a post-student-teaching semester. The trainee will represent all the teacher training departments - elementary, secondary, home economics, and special education - within the Education Division.

Purpose and Objectives of the P.B.S. Teacher Training Component:

The P.B.S. teacher training component is a cooperative venture among the several departments within the Education Division and the P.B.S. program. The U.M.F. Education Division is composed of five departments, Elementary

Education, Secondary Education, Home Economics, Special Education, and Education Foundations. The Program of Basic Studies as a special project has departmental status. Though . prime purpose is providing services to "high risk" students entering college, the need for trained personnel on the part of P.B.S., gave rise to the opportunity to extend the experiences available to prospective teachers.

Until the development of the P.B.S. component, all other aspects of teacher training were within the various departments of the Education Division. Here students majoring in education receive their basic methods and/or specialization training. They are programmed into various field experiences such as visitation, observation, practicums, and student teaching. Teachers are prepared as elementary generalists, as early childhood specialists, as secondary majors, as specialists in mental retardation, emotional disturbance, and speech correction, and as majors in the field of home economics.

The P.B.S. training component is an extention of these basic programs and provides additional experiences and certain specializations not available within the regular program. The P.B.S. component is designed to extend the individual student's experiences and to allow him to assume a variety of roles not available through other training practices. It encompasses opportunities for early teaching experiences whether on a one-to-one or small group basis and develops a teacher-counselor attitude within the individual. The training program extends to the individual an experience of working with the disadvantaged and the educationally deficient and is the vehicle by which undergraduates are trained in curriculum modification, diagnostic techniques, and optional instructional procedures. Through this means specialists are trained in reading, remediation, adult education, and procedures appropriate from bilingual and multi-cultural backgrounds.

The Stated Objectives of the P.B.S. Teacher Training Component are:

1. To provide the trainee with a variety of teaching experiences beyond what is available in the regular program.
2. To provide the trainee with active participation in an actual teaching situation.
3. To provide experiences in working with a variety of students under different circumstances.
4. To provide a practicum for working with individuals in a counseling role.
5. To provide work with both children and adults with exceptional educational needs such as the physically handicapped, the socially-economically deprived, those with educational deficiencies, the bilingual and the multi-cultural individual.
6. To provide specialization in diagnostic and clinical techniques, remediation, alternate instructional procedures, and curriculum modifications.
7. To establish a sense of accountability on the part of the teacher trainees for the progress and well-being of the individual with whom they work.
8. To project a teaching-counseling role as part of the relationship between the trainee and the student.
9. To provide for the application of various teaching techniques in a given instructional situation.
10. To provide training in the utilization of various instructional organizations, in the development of special instructional programs and packages, and in implementation of curriculum modifications.

11. To provide experiences in staff relationship and staff responsibility.

12. To provide training in the use and development of evaluation techniques and procedures.

13. To develop skills in human relations.

14. To provide a student-orientation on the part of the trainee.

Program Responsibility and Staff-Faculty Utilization:

The project director is responsible for the P.B.S. program. It is he who coordinates the planning, operation, and evaluation processes. The P.B.S. director and staff are primarily responsible for training within the component, but the planning, and evaluation processes are joint ventures among all departments and the students themselves. The expertise of the P.B.S. staff include all aspects of education, especially in the areas dealing with educational deficiencies. In addition to the P.B.S. staff, faculty from the various academic areas, and specialists from the departments within the Education Division are utilized on a part-time basis. In reality every faculty member who has a student receiving services from the Program of Basic Studies is involved in the training of tutor-counselors and tutors.

Various Aspects of the P.B.S. Teacher Training Components:

Counseling Training: Each trainee entering this phase of the program is given instruction in human relations, behavior patterns, personality, study habits, and counseling techniques through workshops conducted at the beginning of each semester and subsequently individual and group training. A major objective of this phase of the program is to determine the competencies and potential of the individual trainee. This tutor-counselor is then assigned according to the needs of the "high risk" student.

The responsibilities of the tutor-counselor (TeeCee) are two-fold. He is responsible for providing both personal counseling and academic tutoring. In his role as a counselor he must establish a rapport with the assigned student which will develop into a long term relationship. Mutual friendship and trust are the basis of the relationship. The tutor-counselor is a resource person for the "P.B.S.'er" with whom he works. He helps the student become oriented to such things as registration, college regulations, and finding his way around the campus activities.

The tutor-counselor is seeking to aid the student in making the adjustment to college life and providing him with the necessary survival tactics. He is the sounding board for complaints and problems. He applauds achievements and attempts to avoid failures. He is a model for the "P.B.S.'er" to imitate. TeeCee is a friend, but a demanding friend, who will point out the areas of concern and will be involved in bringing about the necessary behavior modification for success.

The tutor-counselor has some general academic responsibilities. He is a resource person for the student. He provides such information as the expectations of professors in whose classes the student is enrolled. He works with the student in developing needed study skills and habits. He assists the student in determining a study schedule and setting priorities. He assists the student in meeting his academic responsibilities. He takes the student to meet his professors, and he maintains a contact with the professors in order to assess the student's progress and needs. TeeCee is not expected to carry the sole responsibility for a given student, but he operates on a prevention basis and will seek and arrange for additional help when it is needed by the student.

A trainee is usually involved in the tutor-counselor role for two

semesters, or until the individual with whom he is working can operate independently. As the trainee acquires expertise in the counseling role, he moves to a small group situation. The group may consist of "high risk" or other college students, high school students, or younger children. The group activities vary, and the trainee assumes the leadership role and directs the session. The preparation is always coordinated and supervised by a staff member. An example of this phase is working with a group of girls confined in a correctional institution. Here the TeeCee works with other TeeCees in providing a different type model aimed at bringing about change in attitudes, values, and behavior.

As the tutor-counselor acquires experience and proficiency in this role he assumes leadership of a group of trainees. Here the trainee acts as a resource person for the group, and assists in their training. The advanced trainee is involved in acquainting the group with various counseling techniques, while extending his own training into the areas of testing, reporting, and program development.

Tutor Role: The tutoring role is the first step of the teaching portion of the program. While the tutor-counselor is primarily a support program for the individual, the tutor role is an active teaching situation. The trainee is assigned to work in a content area in which he/she is academically knowledgeable. The trainee works closely with the course instructor to reinforce what is being presented in a given course. The tutor utilizes alternate instructional approaches to extend and enrich the content of the course. In addition to supporting the instruction taking place in the class, the tutor provides background information needed for the student(s) success. He will attend some or all classes in order to be familiar with the material covered, and with the approach used. He is aware of the expectations of the instructor, and through one-to-one or small group situations, he assists individuals in meeting

these course expectations. The tutor is responsible for assisting students in preparing for examinations, labs, and other tasks. In this phase of the program the trainee is supported and supervised by the course instructor, P.B.S. staff members, and more advanced trainees.

The more competent tutors are advanced to a teaching assistant. The trainee assumes instructional responsibility for an individual or a small group. The instruction is in a foundations (deficiency) course offered by P.B.S., or it is teaching basic skills to a child or non-college adult. The P.B.S. Foundation Courses are designed to provide the prerequisites for college level courses in math, science, communication skills, and reading. The instructional levels range from basic skills to college preparatory. When the instruction involves children and non-college adults, it is either remediation or basic skills. The trainee is under the direct supervision of a P.B.S. staff member during the instruction, and he works jointly with the staff member in the preparation and presentation.

The most advanced teaching trainees assume the instructional responsibility for an individual or small group for outside agencies. The trainee is responsible for diagnosis, program development, and instructional procedures. This is done under supervision of a staff member(s), and the staff member acts as a resource, but the prime responsibility rests with the trainee. The group or individual may consist of a young child(ren), or a fifty-year-old adult(s). The instruction will range from beginning reading and math to high school equivalency, or college preparatory.

Training in Certain Specializations:

Those trainees having demonstrated a high degree of competency can select to specialize in certain areas. These specializations can be in diagnostic techniques, in remediation and clinical techniques, training in working with

bilinguals and the physically handicapped, or working with specific learning disabilities.

Trainees are prepared in the use of various diagnostic instruments and procedures. This includes a knowledge of diagnostic instruments available, actual administration of tests, and their interpretation. The trainee will select and utilize individual or group tests in a clinical situation, or as a member of a team go to a public school, and other institutions to test and diagnose some or all of the students. The trainee is concerned with the utilization of the information gathered from these tests, and he is involved in establishing instructional programs based on the test results. This usually includes developing instruction packages or programs for an individual or a group in cooperation with the staff of the outside agency. In some cases the trainee will be assigned to the group in question for student teaching.

Another area of specialization is reading. The trainees are assigned to the Reading Clinic as teaching/clinical assistants. They are trained in remedial techniques and procedures. This training includes the use of machines and materials, and the development of special instructional packages. The trainee assumes the instructional responsibility for an individual or group in the clinic. The clientele of the Reading Clinic ranges from non-reading adults to young children, and they include the total spectrum of reading disabilities. Upon completion of this phase, the trainee is prepared to function as a reading specialist either in a classroom or in a remedial program.

There exists in Maine a demand for trained personnel in teaching English as a second language. There is a large French speaking population in the state and approximately forty per cent of the school children are bilingual. The student body at U.M.F. is reflective of this population. The P.B.S. program has developed training procedures for the French speaking students on campus in

English, and this has resulted in the development of a training module within the P.B.S. training component. A trainee with a background in the French language, is trained in linguistics, alternate sound systems, and language patterns. He/she is trained in the analysis and evaluation of non-standard English patterns. The trainee works with the bilingual student and through the use of the second language approach alters the speech pattern and sound system of the student. These trainees are usually placed for student teaching in school systems with large French speaking populations.

Enrolled in the P.B.S. program are a number of physically handicapped students including many disabled veterans. This group includes the blind, the deaf, those with speech impediments, and amputees. To the tutor-counselor and tutors striving to achieve social and academic adjustment on the part of the student, the handicapped present a new set of needs. The tutor-counselors assist the physically handicapped student in making the necessary adjustments to campus life demanded by the student's unique needs. The tutor's aid ranges from reading and note-taking to adaption of existing programs through use of special media. Special procedures are developed by the trainee to accommodate the handicapped students in lab and class.

Procedures and Criteria for Selection of Tutors and Tutor-Counselors:

The P.B.S. component of teacher training is not required of all education majors. The size of the program limits the number of students that can be accommodated, and therefore it was necessary to establish selection procedures. The student's interests and preparation basically determine what aspect of the program he/she will enter. It is a multi-phase process, and an individual can select a particular phase or he can be involved in all aspects. Though a student must have a satisfactory academic standing, ability to relate to others is a higher priority.

Applicants to the program must be accompanied by recommendations from faculty and other trainees. Each prospective candidate is interviewed by a panel of advanced trainees in the program. The panel assesses the individual's ability to cope with the program, and they advise him as to specific training areas. They make recommendations to the staff and director concerning the individual, and the phase of the program for which he is best qualified. The prospective trainee is also interviewed by various staff members and the director. Based on the recommendations of the panel and on the personal interview, individuals are selected and assigned to the appropriate training phase.

All trainees entering the program receive a required core of training, and upon its completion he is assigned according to his interests, and his success in the basic training period. The trainee can terminate from the program at the completion of a given module, or he can be reassigned if the specific training is inappropriate for him. Each student is held accountable, and he can be removed from a given training phase, or from the program for failure to meet his responsibilities or to perform assigned tasks.

The Training Program:

Each beginning trainee is introduced to the P.B.S. teacher training component through a workshop. The objectives of the workshop are to orient the individual to his role in a given phase, and to provide a basic knowledge of the various aspects involved. The trainee receives instruction in human behavior, personal relations, group relations, teaching and counseling techniques. The trainee is exposed to the various methods and procedures through the use of simulation. The more advanced and experienced tutor-counselors and tutors are utilized in presenting the simulated situations. Other workshops are provided as the trainee progresses from one phase of the program to another. Workshops are conducted prior to the opening of each semester.

Once the trainee completes a given workshop, his training cycle continues through the use of a series of seminars, labs, and work sessions. The seminars are held on a weekly basis. In the seminars the trainees meet with staff members who have an expertise in an area in which the trainee is currently working. The expert consults and advises the individual student and group on their job work assignment. The group shares experiences and each member has input into the various activities. The sharing of ideas and experiences is a form of self-instruction. The seminars provide an on-going evaluation of the progress of the individual tutor-counselor or tutor. It is also a means of reporting the status of the people with whom the tutor-counselor or tutor is working.

In addition to the seminars, weekly training sessions are provided in the various phases of the program. These sessions are either small group or individual instruction depending upon the type of training or the needs of the trainee(s). The sessions are conducted by P.B.S. staff or other faculty members. By this method a tutor-counselor or tutor may receive extended instruction in a given content area, or the training sessions may cover such areas as behavior, instructional or counseling techniques, equipment, testing, learning theory, learning disabilities, and other specific areas.

In conjunction with the training sessions, each trainee has a work assignment. This is an "on-job" application of his training. He applies what he acquires in the training sessions to a real situation. His work assignment will include "high risk" students, children or non-college adults. It may be one individual or a small group. The "on-job" portion of the training is part of each phase of the program, and the trainee is responsible for adaptation of his training to that situation. In each work experience the trainee is supervised by a specialist in the area, and this person serves as a resource for the trainee and assists him with his work assignments.

Credits and Compensation:

A unique aspect of the P.B.S. teacher training component is that, in addition to college credits, the trainees are paid for the "on-job" phase of the program. For each module the trainee completes, he receives one credit hour for the instruction or training involved. For his "on-job" work assignment, he is paid on an hourly rate. The monetary compensation is the basis of the accountability aspect of the program. The trainee works, is paid, and held responsible for the results.

Funds for the work experience are available through the federal grant for services to "high risk" students. Other sources are institutional funds and monies from agencies or individuals using the services of the trainees. This aspect of the program might be considered similar to an apprenticeship or internship utilized by other trades and professions. This form of on-the-job training lends reality to the program. The trainee is a skilled person worthy of pay, and he, also, has a responsibility to those for whom he provides a service. Thus, he is accountable for his product, and it is assumed that this accountability will be recognized upon his entrance into the teaching profession.

Evaluation, Follow-up and Program Modifications:

The evaluation procedures for P.B.S. teacher training component were established in accordance with its stated objectives. The evaluation is an on-going process, and adjustments are constantly being made in the program. Both internal and external measures are utilized. The best measure of the success of the training component is the product, the trainee, and his performance "on-job".

The internal procedures are based on the trainee's performance. One of the measures is a self-evaluation by the trainee of his progress and the

trainee program. Instructors in whose classes students are receiving assistance from either a tutor-counselor or tutor evaluate the effectiveness of the tutor-counselor or tutor in light of success of the particular student(s) in his class. The success of the individual or group measures the effectiveness of a tutor-counselor or tutor. This in turn reflects the general success of the overall program. The recipients of the services provided by the tutor-counselor or tutor also assess the trainees' effectiveness in terms of their own progress. The P.B.S. staff and other experts involved in the training program measure the progress of the individual trainee in a given phase, and they assess his ability to apply that training to the "on-job" situation.

The trainee and the program are also evaluated by external means. One of the measures used is the demand of faculty for services provided by the program. A trainee's performance in the other components of the totalteacher training program is considered. The supervisory personnel responsible for such activities as student teaching, compare the performance of the P.B.S. trainee to that of other students in like tasks. This comparison is based upon effectiveness in the classroom. This is a performance based evaluation. Another means of measuring is demand for trainees' services from outside sources, such as schools and parents. These agencies are asked to assess the quality of the service and the performance of the individual trainee. Preferences reflected in the hiring practices of employing agencies, such as schools, are considered to be valid measures. The competitive position of the product of the P.B.S. teacher training component in seeking job placement upon graduation is also measured. A follow-up program is being developed to determine the effectiveness of the former trainees during their first year of teaching. This first year is of special concern, and the performance during

this period is the one most subject to evaluation. Both the former trainees and supervisors will be involved in the evaluation. Other graduates from U.M.F. are included in the follow-up in order to compare the results.

Another means of external evaluation is the field visits made by the Office of Education, H.E.W. personnel. This involves the total P.B.S. program, but since the role of the tutor-counselor and tutor is so vital to its overall effectiveness, the general success of the total P.B.S. program is considered a valid measure of the teacher training component. The field representative does contact both tutors and tutor-counselors, and his opinion of their effectiveness is included in the project report.

The total impact upon the tutor-counselors, tutors and the students with whom they work has been the most effective form of evaluation at this point. It has been the feedback from these groups that has lead to adjustment and extenuation of the program. Since the total project is new and self-directing, changes are relatively easy to achieve.

One of the most effective evaluation techniques developed since the program was conceived is the so-called "staffing session". The procedure is used with both the trainee and the "high risk" student. Here the individual being staffed meets with all the people with whom he works, and a general assessment of his progress is made. It is an open, give and take, kind of process in which the individual being staffed has input. Its success as a procedure may be primarily due to both desire for self-improvement on the part of the trainee, "P.B.S.'er", and the receptive and outgoing type of staff involved. A relationship has developed between staff and trainees that is not normally found between faculty and students. It is one in which the trainees are considered to be professionals with a degree of competence which is recognized by the staff.

Certain standardized testing instruments are utilized with all or part of the students in the total teacher training program. They measure the affective, cognitive, and psychomotor domains. These instruments are also used with the P.B.S. trainees, and the results are compared with those of the total group involved in teacher preparation.